



## LUGOFF-ELGIN MIDDLE

1244 Highway 1 South  
Lugoff, SC 29078

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	620 Students	
<b>Principal</b>	Daniel H. Matthews	803-438-3591
<b>Superintendent</b>	Dr. Frank E. Morgan	803-432-8416
<b>Board Chair</b>	Joseph Dorton, Jr.	803-408-2433

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Good</b>	<b>Excellent*</b>
2009	Good	Average
2008	Good	Average
2007	Good	Average
2006	Good	Average

\* The School's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

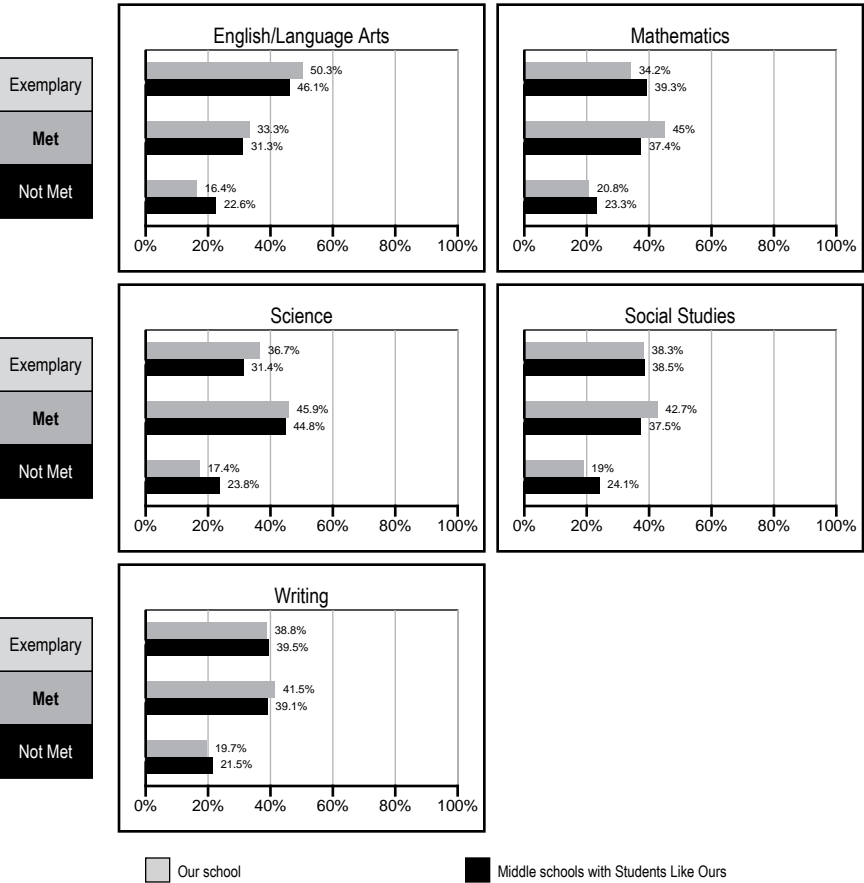
97.2%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
6	16	4	1	0

\* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	98.4%
English 1	100.0%	93.4%
Physical Science	N/A	73.8%
US History and the Constitution	N/A	100.0%
All Subjects	100.0%	97.7%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=620)				
Students enrolled in high school credit courses (grades 7 & 8)	30.3%	Up from 17.3%	39.0%	24.2%
Retention rate	0.5%	Down from 1.0%	0.6%	0.7%
Attendance rate	95.4%	Down from 96.0%	96.6%	95.9%
Eligible for gifted and talented	21.6%	Down from 21.8%	24.5%	16.4%
With disabilities other than speech	8.4%	Down from 10.0%	10.1%	12.0%
Older than usual for grade	1.1%	Up from 0.8%	1.1%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.5%	Up from 0.2%	0.5%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=40)				
Teachers with advanced degrees	55.0%	Down from 57.8%	58.5%	58.5%
Continuing contract teachers	92.5%	Up from 82.2%	83.3%	80.0%
Teachers with emergency or provisional certificates	2.6%	Down from 4.7%	2.6%	4.0%
Teachers returning from previous year	87.6%	Up from 86.0%	87.1%	84.6%
Teacher attendance rate	94.8%	Down from 95.9%	96.0%	95.4%
Average teacher salary*	\$47,199	Down 3.5%	\$48,355	\$46,561
Professional development days/teacher	16.5 days	Down from 17.1 days	8.1 days	10.2 days
School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	24.2 to 1	Up from 17.5 to 1	22.3 to 1	21.1 to 1
Prime instructional time	89.7%	Down from 90.7%	92.5%	90.4%
Opportunities in the arts	Good	Down from Excellent	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.2%	Up from 97.0%	98.4%	98.1%
Character development program	Excellent	Up from Good	Good	Good
Dollars spent per pupil**	\$8,151	Up 13.5%	\$7,141	\$7,802
Percent of expenditures for instruction**	59.9%	Up from 58.2%	65.9%	63.8%
Percent of expenditures for teacher salaries**	58.9%	Up from 56.3%	63.4%	60.0%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Lugoff-Elgin Middle School enjoyed another year of academic and athletic success in 2009/2010. LEMS was redesignated as a School to Watch by SCMSA and the National Forum for Middle Level Reform. Lugoff-Elgin Middle School also scored in the top 10 school districts in 9 of 12 Core Subject categories as reported on the SC PASS Assessment. Also, during this school year, we finished our first full year in our new facility. These are few of our other accomplishments during the past year:

- 13 eighth grade students were named Junior Scholars.
- 2 seventh grade students were selected to be Duke TIP Scholars out of three in the district.
- 7 of our students placed in the Lugoff Optimist Oratorical Contest.(Two placed in the Zone Competition. One student went on to compete in the State Competition.)
- Mrs. Kayci Brazell was named our Reading Teacher of the Year.
- Mrs. Holly Stiles was named LEMS' Teacher of the Year.
- The LEMS MathCounts Team competed in the regional competition,
- LEMS Art students regularly had their artwork displayed at the Kershaw County Fine Arts Center's Bassett Gallery. Several students' work was chosen for a traveling art exhibition.
- The LEMS Mighty Leopard Wrestling Team was runners-up for the state title.
- A LEMS Eighth grader won the Governor's Citizenship Award.
- The Lugoff-Elgin Middle School Band had 1 student selected to the Region Band.

Lugoff-Elgin Middle School strives to instill in our students the motto: "Understanding Hearts and Positive Attitudes make a Great School". LEMS students participated in service learning projects which included: raising over \$2000 for Pennies for Patients, adopting families at Christmas, a coat drive, a canned food drive, and Relay for Life. LEMS raised over \$9,000 for Relay for Life.

These activities along with many others help our students give back to our community which has given so much to us. Lugoff-Elgin Middle School is successful because of the combined efforts of our faculty/staff, students, and community.

Daniel H. Matthews, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	43	200	141
Percent satisfied with learning environment	95.3%	82.5%	85.7%
Percent satisfied with social and physical environment	97.6%	90.0%	88.2%
Percent satisfied with school-home relations	97.7%	87.3%	77.2%

\* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 19 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.8%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.5%	0.0%	No
Student attendance rate	95.4%	94.0%*	Yes

\* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	621	99.8	17.8	34.3	47.8	90.9	85.9	83.5	Yes	Yes
Gender										
Male	312	99.7	22	32.2	45.8	87.8	83.5	80.1	N/A	N/A
Female	309	100	13.7	36.5	49.8	94	88.5	87	N/A	N/A
Racial/Ethnic Group										
White	510	99.8	15.2	33.3	51.5	92.8	89.7	89.6	Yes	Yes
African American	97	100	29	44.1	26.9	82.8	77	74.6	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	93.1	92.7	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	86	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	85.1	I/S	I/S
Disability Status										
Disabled	55	98.2	51.9	32.7	15.4	57.7	52.9	51.7	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	84.1	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	207	100	27.9	39.1	33	83.2	79.5	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	621	99.8	22.6	48.7	28.8	86.5	82.5	80.4	Yes	Yes
Gender										
Male	312	99.7	24.7	44.4	30.8	83.7	80.5	78.4	N/A	N/A
Female	309	100	20.4	52.8	26.8	89.3	84.7	82.5	N/A	N/A
Racial/Ethnic Group										
White	510	99.8	19.5	48.7	31.8	88.7	87.2	87.8	Yes	Yes
African American	97	100	37.6	49.5	12.9	75.3	71.4	69.3	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	96.6	93.5	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	81.3	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
Disability Status										
Disabled	55	98.2	65.4	25	9.6	55.8	48.3	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	77.8	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	207	100	39.1	46.7	14.2	73.6	75.3	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	407	99.5	17	46.1	36.9	83	69.5	67.3
Gender								
Male	204	99	20.8	40.1	39.1	79.2	69.4	66.9
Female	203	100	13.3	52	34.7	86.7	69.6	67.7
Racial/Ethnic Group								
White	324	99.4	13.7	47.2	39.1	86.3	78.1	79.6
African American	74	100	29.2	44.4	26.4	70.8	50.9	49.7
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	85	84.4
Hispanic	5	I/S	I/S	I/S	I/S	I/S	57.6	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	69.5
Disability Status								
Disabled	35	97.1	44.1	50	5.9	55.9	34.6	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	50.5	58.6
Socio-Economic Status								
Subsidized meals	136	99.3	29.5	45.7	24.8	70.5	57.6	55.4

Social Studies

All Students	404	99.8	18.8	42.8	38.4	81.2	73.9	70.9
Gender								
Male	201	99.5	16.7	38.5	44.8	83.3	74.2	70.1
Female	203	100	20.9	46.9	32.1	79.1	73.6	71.7
Racial/Ethnic Group								
White	334	99.7	16.5	42.7	40.8	83.5	79.3	79.2
African American	64	100	29.5	45.9	24.6	70.5	61.2	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	93.8	86.8
Hispanic	3	I/S	I/S	I/S	I/S	I/S	70.5	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	39	97.4	51.4	27	21.6	48.6	40	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	66.7	68
Socio-Economic Status								
Subsidized meals	128	99.2	28.3	43.3	28.3	71.7	64.2	60.8

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	623	99.5	19.4	41.6	39	80.6	76.2	72.1	95.4	95.5
Gender										
Male	310	99.4	27.7	37.5	34.8	72.3	69.6	65.2	95.6	95.4
Female	313	99.7	11.3	45.7	43	88.7	83.2	79.2	95.2	95.6
Racial/Ethnic Group										
White	511	99.4	16.6	41.4	42	83.4	81	80.8	95.3	95.2
African American	96	100	34	42.6	23.4	66	65	59.7	96.9	96
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	93.1	87	98.5	96.4
Hispanic	8	I/S	I/S	I/S	I/S	I/S	72.8	64.6	95.9	96.1
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	73.4	58.6	88.6
Disability Status										
Disabled	55	98.2	69.8	26.4	3.8	30.2	28.9	27.7	94.8	94.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	67.5	63.7	97.2	96.5
Socio-Economic Status										
Subsidized meals	209	99.5	35.7	39.2	25.1	64.3	66.9	61.9	93.8	95

Abbreviations for Missing Data



PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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English/Language Arts

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	186	99.5	13.4	44.1	42.5	86.6
	7	208	99.5	23.1	36.7	40.2	76.9
	8	221	99.1	19.9	38.4	41.7	80.1
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	214	100	16.6	39.5	43.9	83.4
	7	192	99.5	12	34.4	53.6	88
	8	215	100	24.3	29.1	46.6	75.7

Mathematics

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	186	99.5	24.6	44.1	31.3	75.4
	7	208	99.5	22.6	47.7	29.6	77.4
	8	221	99.1	24.6	39.8	35.5	75.4
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	214	100	23.9	49.3	26.8	76.1
	7	192	99.5	17.5	54.1	28.4	82.5
	8	215	100	25.7	43.2	31.1	74.3

Science

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	94	100	15.4	53.8	30.8	84.6
	7	208	99.5	18.1	46.7	35.2	81.9
	8	111	100	30.5	33.3	36.2	69.5
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	107	100	26.2	48.5	25.2	73.8
	7	191	99.5	11.5	51.4	37.2	88.5
	8	109	99.1	17.6	34.3	48	82.4

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	91	100	1.1	67	31.8	98.9
	7	208	99.5	34.7	40.2	25.1	65.3
	8	108	100	17	49.1	34	83
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	107	100	8.8	44.1	47.1	91.2
	7	191	99.5	23	47.5	29.5	77
	8	106	100	21.4	33	45.6	78.6
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	187	99.5	18.2	38.7	43.1	81.8
	7	208	99.5	25.4	38.8	35.8	74.6
	8	226	98.7	15	41.8	43.2	85
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	215	99.5	18.4	43.2	38.3	81.6
	7	190	99.5	15.8	43.2	41	84.2
	8	218	99.5	23.4	38.8	37.8	76.6

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample